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AUTHOR Lambert, Bonny; Sandler, Bernice
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ABSTRACT

The use of awards to stimulate activities designed to help women in education is considered. Using the American Assembly of Collegiate Schools of Business award as a model, attention is directed to why awards are important, who can give them and to whom, and how to develop an awards program. An award or prize is defined as any form of recognition bestowed upon an individual, organization, or group in order to acknowledge efforts in promoting equity for women. Although consideration is given primarily to awards in the academic community, many of the concepts will be applicable to awards given in other settings, including awards given by community organizations and businesses. Awards that recognize efforts to bring about equity for women in academe can: increase awareness of women's programs and achievements; legitimize activities designed to promote educational equity for women; stimulate others to develop similar equity-promoting activities or programs; identify specific winners and specific award programs as models; and encourage the development of similar award programs in other settings and/or by others in the same fields. Specific types of programs and materials for which awards can be granted, different types of awards, and specific types of organizations and institutions that might offer awards are listed. Considerations in establishing an awards program, including decisions about the nomination and selection procedure, are outlined. A partial list of awards programs is included. (SW)

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WOMEN IN ACADEME

1981

Project on the Status and Education of WOMEN

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STAFF

Director Bernice Resnick Sandler
Asst. Dir. Mary De Mott
for Admin.
Staff Assoc. Jeanne Fisher-Thompson

Staff Assoc. Roberta M. Hall
Staff Asst. Karen Seeborn
Staff Asst. Julie A. Kuhn

Project on the Status and Education of WOMEN

Giving Prizes and Awards: A New Way to Recognize and Encourage Activities that Promote Equity for Women in Academe*

(This paper was made possible in part by a grant from the American Assembly of Collegiate Schools of Business)

Awards and prizes have often been associated with achievement in academe, and have traditionally rewarded excellence and innovation in any number of areas. Recently, several organizations have become aware of the need to recognize programs and policies that promote educational equity for women. Such programs may be needed in order to:

- encourage women to major in fields where they traditionally have been absent (such as engineering, biochemistry and business);
- promote the development of policies to help women (and men) who have family-responsibilities work toward completion of their degree; and
- stimulate other special activities to ensure that women are able to participate fully in academic life.

How to encourage the development of programs, policies and practices which improve the status and education of women in the academic community remains a major problem for colleges and universities. One way to foster such activities is to develop awards which recognize and give credit to such efforts.

This paper, which focuses on the use of awards to stimulate activities designed to help women in education, came about when the Project on the Status and Education of Women learned of an award given by the American Assembly of Collegiate Schools of Business (AACSB). AACSB's Committee on Equal Opportunity for Women presents an annual Innovation Award to the institution which has made the

"most outstanding contribution to the field of educational innovation affecting women." (Information about the AACSB award appears in the box on this page.)

The Project strongly believes that awards and prizes for women's programs can be powerful tools in encouraging activities designed to improve the status of women in academe. Using the AACSB award as a model, this paper discusses why awards are important, who can give them and to whom, and how to develop an awards program. The paper defines such an award or prize as any form of recognition bestowed upon an individual, organization or group in order to acknowledge efforts in promoting equity for women. Although this paper deals primarily with awards in the academic community, many of the concepts will be applicable to awards given in other settings as well, such as awards given by community organizations, businesses, etc.

Why Are Awards Important?

Awards can serve several functions, beyond acknowledging the winner's achievements and bringing them to the public's attention. Specifically, awards which recognize efforts to bring about equity for women in academe can:

- increase awareness of women's programs and achievements;

A MODEL AWARDS ANNOUNCEMENT

American Assembly of Collegiate Schools of Business Innovation Award Announcement

The purpose of the AACSB Committee on Equal Opportunity for Women Innovation Award is to encourage responsiveness among collegiate schools of business and management to the needs of women students and to the changing role of women in business. The Award seeks to recognize and honor institutions which have made significant contributions to the quality of education in business and management for women, and to stimulate the development of programs to bring women into full participation in management by increasing their numbers or improving the environment for them in management education.

The award is presented annually to the institution which has made the most outstanding contribution to the field of educational innovation affecting women. Sponsored by the Business and Professional Women's Foundation and the Sears-Roebuck Foundation, the \$10,000 award is to be used by the institution for financial aid to students enrolling or enrolled in business studies, or to support programming benefiting women.

Criteria include the following considerations:

- The extent to which the innovation is broadly applicable to other institutions.
- Women need not be the sole participants in the innovative program.
- The innovative program may involve any number of the variety of concerns relating to women, and is not required to focus on increasing the enrollment of women in schools of business and management.

A partial listing of activities which nominated programs might address includes assisting women in developing necessary technical, social and/or employment skills; student counseling and support programs; development of curriculum materials; and the attitude awareness and development of curriculum materials; and the attitude awareness and development for faculty and/or students.

materials; and the attitude awareness and development of curriculum materials; and the attitude awareness and development for faculty and/or students.

Eligibility requirements stipulate that nominations may be made by any school belonging to the American Assembly of Collegiate Schools of Business. The program nominated may be directed at either the baccalaureate or masters level.

Nominations may be submitted by the dean or head of the business administration unit of any AACSB member school. Five copies of the nomination form and program description should be submitted no later than February 1, 1981 to AACSB Committee on Equal Opportunity for Women Innovation Award, Assistant Director of External Affairs, American Assembly of Collegiate Schools of Business, 11500 Olive Street Road, Suite 142, St. Louis, Missouri, 63141.

A Selection Committee appointed by the President of AACSB will review nominations for the award and select a winning entry. Presentation of the award will be made at the Annual Meeting of the American Assembly of Collegiate Schools of Business.

(Descriptions of programs which have won the AACSB Innovation Award are on page 4. A current awards announcement for the AACSB will be available in late fall, 1981.)

* This paper was written by Bonny Lambert and Bernice Sandler. (Lambert was a summer intern from Boston University. Sandler is Director of the Project on the Status and Education of Women.)

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- legitimize activities designed to promote educational equity for women;
- stimulate others to develop similar equity-promoting activities or programs;
- identify specific winners and specific award programs as models; and
- encourage the development of similar award programs in other settings and/or by others in the same fields.

For the winners, receiving an award may provide more than just prestige. Such recognition can also make it easier to raise funds and garner other support for on-going and future activities.

Moreover, an award can be as important to the giver as it is to the recipient. The giver of an award initially receives publicity by announcing the award or competition, and later by announcing the winner. For example, a local business presenting an equity award to a school organization or student thereby heightens its own visibility, and may increase its chances of recruiting highly-qualified women to work for it. In addition, the giver's demonstration of social concern and good will may cause the public to regard the award-giver more highly.

Awards for What?

Awards can be conferred upon any program, activity or written materials that promote equity. They can be given for:

- new activities and/or materials specifically designed or undertaken in order to compete for the award; or
- activities and/or materials completed or currently underway.

The types of programs and materials eligible for an equity award might be defined very generally, and include any activity related to women in education. Alternatively, eligibility might be specifically limited to:

- programs (or policies) to improve access and services for women in academe, for instance,
 - the best re-entry program;
 - the best child care program;
 - the most innovative recruiting activities to attract women to fields traditionally thought of as "male";
 - the most innovative transfer policies which ensure that women who have attended several institutions are best able to use their previous credits;
- program achievements in fostering equity, such as an award for the department with the greatest increase in the number of women students over a period of time. (This award would be particularly appropriate for programs or departments which traditionally have had few women students.) The AACSB 1979-80 Innovation Award, for example, was presented to Adelphi University's School of Business Administration's Certificate Program in Management for Women. The Adelphi program was designed to provide women holding undergraduate degrees in any discipline with the opportunity to develop management skills through graduate coursework and field experiences;
- programs to recruit specific groups of women who have had limited access to higher education in the past, such as minority women, older women, disabled women or welfare mothers;
- women's studies programs;
- women's studies courses;
- materials developed to integrate the subject of women into existing courses;
- research on women (in general, or in specific subject areas) by undergraduates, graduate students, faculty and/or other researchers. For example, the Woodrow Wilson National Fellowship Foundation gives research grants in women's studies to doctoral candidates;
- general writing about women (including work in specific areas, such as literature, theory or art). The University of Michigan Press awards the Alice and Edith Hamilton Prize of \$1,000 for the "best book-length scholarly manuscript concerning women";
- development of materials to promote equity, such as textbooks and other resources for teachers, directories, syllabi and recruiting materials;
- media activities, such as posters, films and articles. The Santa Clara County Commission on the Status of Women (CA), for example, sponsored a poster contest for junior high students to create posters advertising "Women's History Week." Also, Women in

Communications, Inc., presents a Vanguard Award for advertisements that project a "positive portrayal of women" and heighten "general awareness of factors that enhance the image and status of women";

- conferences and workshops; and
- personal achievement in increasing equitable treatment of women. Some institutions have given honorary doctorates and other awards to persons who have been active in promoting equity for women.

Who Can Give Awards?

Awards can be given by an individual, organization, association, institution, or a unit within any of these groups. An award might also be given jointly by two or more groups. Such groups might include any of the following:

- educational institutions, such as colleges or universities. (For example, a school might present an award to the department with the most innovative programs to recruit women into nontraditional majors, such as science);
- individual departments or schools within the institutions. The Department of Psychology at Virginia Polytechnic Institute, for example, offers the B. Von Haller Gimmer Award of \$300 annually for the best research paper on Women in the Workforce. (A department might give prizes for undergraduate papers dealing with research on women);
- educational associations, such as the Assembly of American Collegiate Schools of Business;
- professional organizations. The National Association of Women Deans, Administrators and Counselors (NAWDAC) gives the Ruth Strang Research Award (\$500) for a manuscript which deals with "any subject deemed timely and of professional importance" to NAWDAC;
- academic organizations in individual disciplines, such as those in history, sociology, etc.;
- professional journals;
- alumni organizations;
- trustees;
- regional educational associations or consortia;
- accrediting organizations;
- community organizations. The State Historical Society of Wisconsin, for example, gives a \$600 award to support women doing research in American history;
- local businesses;
- corporations;
- women's organizations, both on and off campus. The Graduate Women's Research Network at Stanford University (CA) presents awards to graduate students "for outstanding efforts in promoting feminist concerns and the interests of women at Stanford";
- women's committees within other organizations, such as AACSB's Committee on Equal Opportunity for Women, or the Women's Caucus of a professional organization;
- minority organizations;
- trade associations;
- unions; and
- foundations.

Who Receives The Award?

Those eligible might include:

- individuals, such as students, faculty, administrators or others (see section on Title IX). For instance, The San Joaquin Committee on the Status of Women (CA) recently honored eleven local "Women of Achievement" at its sixth annual Susan B. Anthony Banquet;
- colleges or universities, including schools and departments. For example, in 1981 the AACSB award was given to the Graduate School of Business Administration at the University of Washington for its special programs and conferences on women and business;
- organizations;
- units within a larger organization, such as a program or a committee (for example, a committee on the status of women).

What Is The Award?

The award itself can be in any form, and can be adapted to fit the sit-

uation, the presenter, and/or the recipient. Different types of awards include:

- **money**—this can be unrestricted or targeted for a specific use. (For example, the AACSB award of \$10,000 allows the winning institution to use the money for "financial aid to students in business studies or to support programs benefitting women.") Money awards can be donated by other groups such as corporations, alumni, or foundations, or can be contributed by the group which is presenting the award. (The AACSB award money is donated by the Business & Professional Women's Foundation and the Sears-Roebuck Foundation);
- **a plaque, trophy, cup, medal or scroll;**
- **a certificate**, such as the "Distinguished Service Award for . . .";
- **an honorary degree;**
- **a trustees' award;**
- **services or privileges** such as a free subscription to a relevant scholarly journal, or lifelong membership in an organization. It might also include goods, such as books, donated by a publisher, local business or others;
- **a humorous award**—for instance, the Joanie Caucus Scholarship Award has been given by the University of California at Berkeley School of Law. That award, named for a character in the comic strip "Doodlesbury," is funded by the Exxon Education Foundation. Its purpose is to "remedy the situation" for older women who previously may have been inhibited from entering the professions by social attitudes, and are now held back by lack of finances; and
- **poster**—The Federation of Organizations of Professional Women honors distinguished women scholars by portraying them in their "Woman's Scholar Poster Series."

Awards should be designed to benefit particular recipients. For example, if the recipient is a student, the award can be designed to aid the student while in school, e.g., assistance with tuition or room and board (such as that provided by the Joanie Caucus Award). A faculty member whose work has made a significant contribution to the study of women might be given an award in the form of a leave of absence for further research. An award given by a journal or an association might be publication of an article describing a winning program or research findings. (The Gimmer Award given by the Virginia Polytechnic Institute (see p. 2) includes publication of the winning paper in the proceedings of an annual symposium.)

Title IX and Awards

Title IX of the Education Amendments of 1972 prohibits sex discrimination by institutions receiving federal aid. The fact that awards deal with the promotion of women's activities and programs, however, does not put them in violation of Title IX. Such awards programs sponsored by covered institutions would only be in violation of Title IX if they limited eligible recipients by sex: e.g., an award to "the woman faculty member who did the most to promote equity on campus," or to "the best male feminist on campus." While in many instances eligible persons involved in equity activities will be women, many men on campuses around the country are involved in equity activities, and would be eligible for equity awards.

Awards given by organizations which are not recipients of federal aid (and which do not receive "substantial assistance" from, or do not conduct programs for institutions which do receive federal aid) are not covered by Title IX. These organizations may, if they wish, restrict their awards to persons of one sex.

Incorporating Awards for Women's Activities and Programs into Existing Awards Programs

Individuals and organizations conducting women's activities may be eligible for many existing awards but may not compete simply because they do not know that they are eligible. (Generally, little effort has been made to seek them out.) Often, awards criteria do not specify women's activities *per se*, even though such activities may fall within the criteria for the award.

Awards such as those for research, curricula development, public service, art, writing and personal achievement might attract eligible women's programs (or individuals active in such programs) if a few special information efforts are made. After criteria are examined to assess whether women's activities "fit" a given program, the following steps might be taken:

- include, among examples or description of eligibility, a description of an activity dealing with women;
 - notify judges that women's programs are eligible;
 - if applicants must be nominated, ensure that women and men involved in women's equity are notified and encouraged to make nominations; and
 - disseminate information about the award to individual women and women's organizations, as well as to appropriate women's media.
- In some instances, an awards program focuses on a particular issue each year; activities in women's issues might be selected as the topic for a specific year.

How To Set Up An Awards Program

Setting up any awards program involves following a number of steps and making a variety of decisions about the nomination and selection procedure. The following tasks and questions can serve as a helpful checklist for organizations wishing to establish awards programs that recognize efforts to foster equity for women in academe:

- Appoint a new committee (or use an existing one) to develop the awards program and procedures;
- Designate specific tasks the committee is to perform;
- Determine to whom the committee will report and whether any group or individual (such as a board, director or other) will approve its decisions;
- Set a time when the committee's work will be completed;
- Determine, in writing, what the award will recognize;
- Determine, in writing, the specific criteria for the award;
- Decide the title of the award. (The award might be named in honor of an individual noted for equity efforts, or for a woman of achievement in a given field.)
- Decide what the award will be, and how many will be given. Will the award be given once or on a continuing basis?
- Develop procedures for judging submissions:
 - How will judges be selected? (The judges might be the committee creating the awards program, or others selected specifically to be judges.) If the award is to be given annually, an established procedure for selection of judges will need to be devised.
 - Who will chair the judges?
 - When will they meet and where? How much time will they need in order to judge submissions?
 - What procedures will the judges use? A ranking system for each of the criteria is helpful. (In order to ensure fairness, names can be removed from materials, where appropriate, and a number substituted.) Judges' deliberations should be confidential.
- Develop a system for recordkeeping and handling of materials;
- Develop an awards announcement. This can take the form of a letter, flyer, brochure and/or news release. In addition to describing the nature and purpose of the award, the criteria for eligibility, how many will be given and how often, it should include information about the following:
 - What materials should be submitted, and in what form? Is there a page limitation? Can materials be submitted to other competitions as well?
 - How many copies should be submitted?
 - Where should materials be sent?
 - What is the date of closing? Include information as to whether the postmarked date or date received is acceptable. Allow sufficient time after the announcement dissemination for materials to be submitted. (Three to six months is not unreasonable.)
 - Can applicants apply directly, or do they need to be nominated by others? If nominations are needed, who is eligible to nominate?
 - What form should the nomination or application take? A description of how to apply can be included in the announcement, or an application form can be sent upon request.
 - Will submitted materials be returned to applicants (and/or nominees)?
 - By what date will the winner(s) and losers be notified?
- Identify how the award announcement will be publicized and disseminated (be sure to target groups, organizations, or media concerned with women in academe, as well as the general academic community); and
- Devise a time schedule for the following:

- development of criteria;
- selection of judges;
- development of award announcement (and nomination form, if any);
- dissemination of award announcement;
- distribution of application materials to judges;
- judges' meeting;
- arrangement for purchase or obtaining of prize;
- announcement of winner(s) and notification to applicants; and
- award ceremony, if any.

* Starred items should be included in the award announcement.

Giving The Award

If possible, the presentation of the award should be a special occasion and well-publicized. The presentation might take the form of a public announcement and/or a special ceremony, possibly accompanied by a luncheon, dinner or reception. It could also be incorporated into an ongoing function, such as a board meeting, annual meeting, graduation or convocation. A member of the awards committee (or one of the judges) could confer the award, or an important person could be asked to do so, such as the president of the educational institution or the prize-giving organization.

Conclusion

Giving prizes can be an effective way to acknowledge and reward efforts made to promote equity for women in academe. By developing such an awards program, institutions, organizations and individuals can encourage equity activities, promote the recognition of women's achievements, and help women pursue the goals that will allow them to reach their fullest potential.

NOTES

¹ Since the concept of giving awards for such programs in academe is relatively new, examples of adaptable awards programs from outside the academic community are also included. A brief description of selected equity awards and prizes appears at the end of this paper.

² Awards can also be given for negative "achievements," such as the Silver Snail Award given by the Project on Equal Education Rights (PEER), Washington, DC, for "spectacularly sluggish progress toward sex equity," and the Sexist Remark of the Quarter given by Women's Forum Quarterly, at Seattle Central Community College (WA).

PARTIAL LIST OF AWARDS PROGRAMS

American Assembly of Collegiate Schools of Business Committee on Equal Opportunity for Women Innovation Award. Assistant Director of External Affairs, American Assembly of Collegiate Schools of Business, 11500 Olive Street Road, Suite 142, St. Louis, MO 63141. See box on page one.

Allice E. Smith Fellowship. State Historical Society of Wisconsin, 816 State Street, Madison, WI 53706. Awards \$600 annually to a woman doing research in American history, with preference going to women doing graduate research in Wisconsin or the Midwest.

Allice and Edith Hamilton Prize Competition. 354 Lorch Hall, The University of Michigan, Ann Arbor, MI 48109. Awards \$1,000 for the "best book-length scholarly manuscript concerning women."

B. Von Hoffer Gimmer Award. Department of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061. Awards \$300 annually for the best research paper on women in the workforce.

"For Outstanding Efforts in Promoting Feminist Concerns and the Interests of Women at Stanford." Graduate Women's Research Network, Stanford University, Stanford, CA 94035. Gives awards to graduate students at Stanford for their contributions in promoting feminist concerns.

Jeanie Causse Scholarship Award. University of California-Berkeley, School of Law, Boalt Hall, Berkeley, CA 94720. Awards varying amounts to older women students at the law school. (May be discontinued after 1980-1981.)

Radclyffe Research Support Program. Radcliffe College, 10 Garden Street, Cambridge, MA 02138. Awards grants for research on the history of women in America at the Arthur Elizabeth Schlesinger Library.

Re-entry Incentive Awards. Women's Reentry Consortium, 333 Jay Street, Brooklyn, NY 11201. Gives educational institutions "a small amount of money to plan or publicize a new program, print a brochure, place a newspaper advertisement, etc."

Rodcheller Public Service Awards. Woodrow Wilson School, Princeton University, Princeton, NJ 08540. No longer given after 1981.

Ruth Strang Research Award. National Association for Women Deans, Administrators and Counselors, 1625 I Street, NW, Washington, DC 20006. Awards \$500 annually for manuscripts (with possibility of publication) focusing on any topic of importance to NAWDAC members.

San Joaquin Committee on the Status of Women. 215 West Stadium Drive, Stockton, CA 95204. Honors local "Women of Achievement" at its annual Susan B. Anthony Banquet.

Santa Clara County Commission on the Status of Women. 70 West Hedding Street, San Jose, CA 95110. Conducted a poster contest in 1981 for junior high students to create posters advertising "Women's History Week."

Small Grants Program. University of Denver Women's Resource Center, Denver, CO 80208. Gives small grants to women students, faculty and/or staff at University of Denver "to encourage projects seeking women's equity in all facets of higher education."

Vanguard Award. Women in Communications, Inc., P.O. Box 9561, Austin, TX 78766. Gives award for advertisements that project a "positive portrayal of women" and heighten "general awareness of factors that enhance the image and status of women."

Women at Work Broadcast Awards. National Commission on Working Women (NCWW), 1211 Connecticut Avenue, NW, Suite 310, Washington, DC 20036. Gives awards to promote the development of programs concerning women at work. Categories include: spot news, news series, editorial, public affairs, entertainment, portrait and possible "special categories."

Women Educators, Curriculum Development Award. Mary McDonald Harris and Nancy Smith, Department of Curriculum Instruction, Kansas State University, Holton Hall, Manhattan, KS 66506. Gives an annual award for materials relating to "sexism, sex-role stereotyping and the image of women and girls developed for use in educational settings," presented at the annual meeting of the American Educational Research Association.

Women Educators, Research on Women Award. Cheryl Wild, Chair, Education Testing Services, Princeton, NJ 08540. Gives an annual award for research on women in education, presented at the annual meeting of the American Educational Research Association.

Woodrow Wilson National Fellowship Foundation. Dept. W.S., Box 642, Princeton, NJ 08540. Awards grants averaging \$1000 for research by doctoral candidates "[To] encourage original and significant research about women on such topics as the evolution of women's role in society and particularly contemporary America, women in history, the psychology of women, and women as seen in literature."

Woman Scholar Poster Series. The Federation of Organizations of Professional Women (FOPW), 2000 P Street, NW, Washington, DC 20036. Honors eminent women scholars by developing a poster which portrays them. FOPW then sells the posters as a part of its fund-raising activities.

Programs Which Have Received An Innovation Award From The American Assembly of Collegiate Schools of Business

1979-1980—Adelphi University, School of Business Administration: Certificate Program in Management for Women

The Certificate Program, created in 1974, is a one-year program (or part-time equivalent) with credits transferable toward the MBA degree. The program enables women holding undergraduate degrees "of any vintage" and in any field the opportunity to begin a graduate business education on a "non-matriculant basis," and is intended to assist women who are unfamiliar with business and management, and/or who have been out of the workforce for some time. The 24-credit programs consist of 18 credits from business courses (which are equivalent to the first-level MBA courses required at the School of Business Administration), and 6 credits from a field internship. In addition to providing a flexible class schedule in a supportive group setting, the program also offers optional Saturday seminars in such areas as "Assertiveness Training," "Networking Techniques," "Building an Executive Image," "Effective Business Communications," and "The Decision-Making Process." Adelphi's goal is to increase the presence of women in management positions, in the MBA classrooms, and "to make it less imperative for programs of this type to exist." Apparently, Adelphi is achieving these goals. Approximately 50 percent of the Certificate Program graduates have applied the Certificate credits toward the MBA program at Adelphi. The remaining graduates have moved directly into management employment in the New York area. In addition, 50 percent of the Certificate recipients have received job offers from their internship employers.

1980-1981—The University of Washington, Graduate School of Business Administration: Continuing Education Efforts to Promote Women's Issues, Learning and Opportunities

The University of Washington has developed "several separate, but inter-related, continuing education programs" to meet the special needs of women in business. The programs include: "Spotlight on Women" conferences conducted in the early 1960's, special programs for women managers which were pioneered in the early 1970's, two "Women + Business" conferences held in 1978 and in 1980, which have subsequently been used as models for other conferences across the United States; and a "Women in Management Series" consisting of seminars and workshops. The goals of these programs "are to promote learning and opportunities for women in business and government and to clarify and deal with issues of concern to them." In addition, the "Women + Business" conferences have sought to "increase the number of women-owned businesses, improve the performance of present women business owners and managers, and help women in government or business enter on or move up the management ladder."